party clothes. After a period of chatting they ate from a large selection of delicious (local) foods. Certificates and a gift bag with iron, scissors, marking chalk, and so forth were yet to come. These gifts were in addition to materials and sewing supplies they had already received during the class work.

The afternoon party at Gul Bahar center was upstairs in an outside court yard. The women all sat around a table and ate from a nice selection of food. Certificates, gift bags and a nice display of clothes made by the students, were on a large table.

Follow-Up System

Graduates are encouraged to report to the main center or to their respective refugee camp adivisor three months after the completion of the basic course. They are paid 50 rupees to do so. Each one is asked if he has a job or if he is self-employed in his field of study. At this time he is also asked whether he feels the training received was adequate or not. Approximately 70% of the graduates come for this interview. Some graduates report further training in progress; others may not report due to involvement in jehad, because they were needed at home or because of transportation problems. Two-thirds of those who come in for the interview report to be working or are self-employed in their field of study. Currently 28% of the last graduated class are taking the practicum with TTP, working on new buildings or repairing old ones.

Literacy

A basic mathematical literacy course is offered to all TTP trainees. The course is in three stages: numbers, measurements, and the use of a calculator. Student benefits include a workbook, pencils, papers, and free lunches (5 rupees). If the student passes the final test at 80%, he receives a free claculator. Approximately 50% participate in this activity; those with no education are especially encouraged to attend.

English Classes

Currently, 288 students are completing a four and one-half month English course. There are three classes in the morning and eight full classes of 25 to 35 students in the afternoon, with classes of beginning English to level four. The English program opened in 1984. Afternoon classes are more popular as the men are occupied with errands and in offices, shops, and schools during the morning, but are free to study in the afternoon. Ninety percent of the students are Afghan. Even though technical courses are not conducted in the afternoon in the summer due to the heat, the English classes will meet as usual.

When English was first offered, the course was free of charge, but it was found that students often signed up and then after a few days began to attend less and less regularly, until as many as 20% had dropped out. Some started as many as four or five times. Afghans normally are paid to attend classes of any kind, but TTP decided to charge 80 rupees for the course to see if they could cut down on the dropout rate. To their surprise and delight, this worked, and now there are almost no dropouts. (This experience may be a signal to all of us that giving every thing free is not a good foreign aid policy).

Forty rupees is spent for textbooks and supplies. Students are quizzed weekly and tested periodically. The top students and any student with perfect attendance receive scholarships for the next course.

Listening to English on cassettes is included in the course work. The three different teachers are rotated to insure that students learn several different accents. Five-day teaching seminars are provided by IRC (International Rescue Committee). Asked why the Germans provide language studies in English rather than German, one teacher responded: "English is an international language and is

used all over the world." It is interesting to note, however, that a significant number of the Afghans on the TTP staff speak German as well as a native language. They learned the language at the German institute in Kabul or as exchange students.

Accountability

TTP maintains clear, precise, and correct financial accounts and records. There are five supply rooms in the main center: wood, metal, cement, tailoring, and the main supply room where electric and miscellaneous items are kept and where the book-keeping is done.

Each instructor has a requisition pad. If his class needs materials for the students, he makes out an order and gives it to the "store" keeper. All requisitions are then authorised by the Project Manager or Manager for Short Team Training before the order is delivered. Supplies for each class are recorded separately on color-coded cards, thus providinging data as to the cost of materials for instructing that course. (The materials per student per class cost approximately 200 rupees).

When purchases are made to stock the stores, the bill is entered on a voucher with a special number. That information is transferred to the color-coded cards. As the items are used by the instructors, their use is recorded and a current balance is shown.

Likewise, all work orders are recorded appropriately. The job description is written down on a pre-printed slip. The instructor or engineer gets the job description slip and receives a requisition number which he uses when he requests supplies from the store rooms. Time charts are kept for the trainees on the job. When any work order is completed, the book-keepers have computed a precise cost for the job, including labour. Only such orders will be taken by the project which are not in competition to the local market.

Items made during classes may be sold privately to the instructors or trainees, or used in TTP or UNHCR construction

projects. For example, materials for doors are known to cost 930 rupees at TTP, and they are sold for the same price; no charge is made for the student labour. The same door would cost 1200 rupees or more in the local bazaars. They are made of a special cedar wood that resists termites.

Motor Vehicles

Accountability extends to all corners of the TTP organization. there are nine motor vehicles for transportation of people and supplies. Each day a schedule is posted listing the duty of each vehicle and driver as far as is known. Anyone needing a vehicle during the day can easily see which vehicle is available. All trips must be approved. The driver keeps detailed logs of miles driven, hours, and expenses. These completed logs are presented each day by the driver to Project Discipline Officer. He calculates the weekly mileage of each vehicle as well as totals for all vehicles. Drivers receive bonuses for over-night duties

Student Fare Payments

Students are not paid stipends nor given grants to encourage attendance; however, bus fare is provided to those who attend the main center. Some students may elect to ride the TTP vehicles one way or part way. All of this is calculated in determining the fare reimbursed to each student.

Bookkeeping

The bookkeeoing is done in cooperation with a German administrator and a Pakistani accountant. All accounts are audited frequently. Staff salaries are paid by cash in envelopes to a frequently. Staff of over 190. In one month there are 1485 receipts.

Office Organization

The office secretary is a long-term secretary who has many and varied duties. She deals with the Board of Technical Education of Pakistan of Northwest Frontier Province; she checks for accuracy of the names of all graduates and prepares certificates; she plans the ceremony for giving of the certificates, also keeps the work records of all the staff members, handles problems with telephone bills and copier machines, orders stationery, and keeps the office supplied.

Main Center Facilities

Throughout the years, the main center training facilities have been continually up-graded. The entrances to the workshops are currently being re-designed with brick. Everything is well- painted and in good repair. The grounds are clean and attractive. Flowers, trees, and grass, especially, add a nice touch. Staff and workers show an unusually good attitude toward cleanliness and order of arrangement in the offices and workshops.

Trainee Selection

The selection of students is a massive endeavour in itself. Notices are posted six weeks in advance. On the day of application, each person who presents himself is given a queue number at the gate of the TTC/TTP grounds. (Various security measures have been employed to insure that the application process is fair and orderly.) For each trainee position in a class, ten or even twenty may apply.

The Project Manager chooses the class members with a careful eye to balancing each category of students. For instance, he balances Pakistani and Afghan nationality groups according to the percentage of application of each group. If any handicapped person applies for Tailoring, he is automatically chosen. Electrician trainees must have an eighth grade level of education. In other programs, the training of the illiterate is given top priority; however, in order not to punish the educated, one-third are chosen from those with sixth grade level or more of schooling. Those in the age group of 20 to

30 are chosen, with the thought in mind that a younger person might get a chance another training center, he should apply there.

If a student drops out in the first two weeks of class, another student is chosen to take his place. In the selection process begun on march 25, 1989, there were over 800 applicants for 65 training places, and this is for the hot summer months when the number of applications is lowest!

The registration numbers of the chosen persons are posted. These persons then come in for interviews and confirmation of correct identification. Complete records are kept of all class members and of the success rate of the program.

Selection and registration of trainees in the refugee camps is handled by the camp administrators and refugee leaders.

German-Pak-Afghan Cooperation

An unusual feature of this project is that TTP has been able to work alongside and in harmony with (not competition with) the Pakistani government training school (TTC). They are on the same campus and train in workshops side by side.

It is important to notice that TTP is one of very few helping organizations working with both Afghans and Pakistanis. Many of these organizations work exclusively with Afghan refugees,ignoring the fact that there are many under-educated and unskilled Pakistanis also.

TTP has been fortunate in attracting Afghans and Pakistanis who previously were working in professional capacities as tailors, carpenters, masons, administrators, accountants, etc. Thus very few expatriates are employed.

Spirit

The staff and trainees appear to be genuinely happy in their work. They have a spirit of comaraderie and of caring for one another. The staff is courteous, punctual, polite, efficient, ambitious, helpful, and cheerful. Their morale is excellent and they are proud of a job they know is well done.

Opening Training Facilities in Refugee Camps

Before a training facility is opened in a refugee camp, the Project Analyst and the Manager Short Term Training, as well as the staff person who will be the future co-ordinator of the project, talk to the Pakistani administrators of the camp and to the Afghan leaders and representatives (mullahs etc.). These TTP representatives then evaluate the situation - the environment, the number of families in camp, and the enthusiasm of the refugees for learning new technology. They question whether other helping groups are already working there; they discuss the rent or available facilities; they talk about transportation and distances. The reward for good background studies has been successful technical training facilities in seven camps.

Observations at Training Centers in Refugee Camps

Over a period of three weeks we visited five of the seven training facilities in refugee camps. Toor and Bajaur were not visited due to security precautions.

At Mera Kachoari village and refugee camp, land had been purchased, trees planted, and a brand new training facility built by TTP trainees. Basic courses in Tailoring, Masonry and Carpentry were in progress. All classes were busy, on schedule, and with very nearly 100% attendance. An additional room was being constructed.

A unique method has been developed to insure that newly planted trees will be watered frequently. Each trainee is required to plant three trees and care for them. At the same time, he is given

CAMP/VILLAGE

TRAINING

PLACES





Project Manager G: Marienfeld and Manager of Short-Term Training Hamish Khan explaining the objectives of Pak-German TTP Training in Spincani

Instructor Gulajan demonstrate to use tools properly in training place Polai



Instructor Jalil controls learing progress in Spincani

plant three trees and care for them. At the same time, he is given vegetable seeds to plant beside the trees. Any vegetables thus produced belong to the trainee.

At Spin Cani refugee camp, a new training center was already having classes. Camp directors here had requested English classes. Even though TTP is primarily to give technical training, their request is under study at the current time.

At Khurasan refugee camp, a kacha compound had been rented. The buildings had been repaired and improved, and a water well had been added. Classes were in progress; Masonry and Carpentry workshops had six or seven trainees; Tailoring had 12 trainees. As at other centers, attendance records were good, and activity in the classroom was on schedule and uniform. Teachers were present and in charge.

At this site a special room with an outside entrance was being prepared in anticipation of women's Tailoring class to begin soon. If TTP is successful in getting the cooperation of husbands and fathers for this women's class, it will certainly be a break- through of great importance. ADDENDUM: Permission has been granted!

At Kot Chanda, a refugee camp of 180,000 persons in the Punjab Province, the Pak-German TTP has been asked by UNHCR to take over a "small industry" project that had failed to accomplish its goals in the past. Expensive imported and highly technical machinery had been provided for the project. However, training on these machines was not practical for the existing technology in the culture.

At the time of our visit the shops were being remodelled and reorganised to accommodate the six basic courses as outlined by TTP, three of which were already in progress. The work was being accomplished by the trainees as they finished their first basic course. After Ramadan, the masons will be ready for practicum work.

This project is managed by a former educator administrator in the Pakistani system. He says the refugees are thirsty for training.

At Polai, there are 3000 refugee families. Up until this time NO expatriate group had begun work here. On February 25, 1989, TTP began teaching the three basic technological courses in a brand new center. The compound wall had been raised, three pole-type open "shades" had been built and classes of 20 students each had begun. There were nine employees. Each class had at least one experienced and one inexperienced instructor. All instructors were graduates of the TTP. It was interesting to note that students were both young and old. One carpentry table had a grandfather and his grandson as table mates. The masons were busy building a kacha and pacca combination storage building. In the masonry shelter were rows of lovely brick arches which had been constructed by the class members.

Observations at Supervised Shops

At Charsadda town and refugee camp were three supervised tailor shops. The shops were impressive, clean and neat. Certificates were prominently displayed. As many as five tailors worked in a shop.

In one shop there was a very small area where 60 tailors are trained per year. They train 10 students in the morning and 10 in the afternoon, three semesters each year. The tailoring instructor is also the supervisor of the three practicum shops so no supervisor from Peshawar is needed.

At Badaber, supervised shops of tailoring, welding and carpentry were side by side in a compound which had been built by TTP as a practicum project. Initially, there were very few other shops or buildings along the road, but at the time of our visit it was a regular bazaar area. There was an interesting hand-dug well in the courtyard of the compound. The buckets used were even more inter-

esting - some sort of rubber pieces nailed together. At the welding shop, steel doors had been fabricated for use in a refugee school building at Dabarra.

Observations at Maintenance (Repair) and Construction Projects

At Pushapul camp there were a number of geodesic dome-type buildings. SNI (Shelter Now International) put up pre-fabricated pillars and, with the help of a special machine, lifted roof slabs which were then bolted together. TTP practicum masons later poured the cement floor, and put up the brick walls. These dome-type buildings were used for administration, storage, and a medical dispensary.

Over 1000 of these SNI dome-type buildings have been constructed by TTP practicum trainees, and 800 more have been repaired. The original buildings were built with mud walls and when the rains came, the walls got wet and collapsed. TTP builds with bricks, putting bricks around each pillar to make a more stable wall. In addition, the domes are now prefabricated with an over-hand to prevent rain from soaking the walls.

At Dabarra, the administration buildings were also geodesic dome- type buildings put up as explained above. In addition, TTP had a contract from UNHCR to repair the school and to add a classroom. The mortar used with the foundation bricks was made with cement; however, the rest of the bricks were mortared with mud. Asphalt (tar) was placed as a barrier for moisture between the two types of mortar. Bricks must be soaked in water when cement mortar is used, but not when mud is used. The roof was made of pre-fab cement pieces, laid on prefab cement girders. The roof joints were filled with cement; then one inch of cement was poured over all the roof. Next a plastic sheet was laid over the cement and mud plaster spread two inches thick over the plastic. Mud with straw was the top and final layer on the roof.

ACKNOWLEDGEMENTS

We wish to thank Mr. Gottfried Marienfeld, project manager, and Mr. Hamish Khan, Manager Short Term Program, and their staff for their courtesy as our hosts during this survey of the work done by Pak-German Technical Training Program.

We have greatly enjoyed this experience and have appreciated the opportunity to write a small summary of what we have seen. We hope it will be useful to you.

We apoligize for errors and discrepancies that you will find in the following summary. The only excuse we have is that our ears were not attuned properly to hear the foreign words.

About the Authors

We are American citizens and are both of farm background. Erv has a bachelor's degree in Sociology from the University of Iowa. Ruth has a bachelor's degree in Mathematics from Bethel College, North Newton, Kansas. After marrying, we farmed for fifteen years in Iowa. After that, Erv worked in public welfare for another 15 years; Ruth worked in basic medical research at the University of Iowa School of Medicine. We have been retired for ten years. During these years, we have travelled about the United States, volunteering our services to our church organizations or to our relatives; or in time of disasters, to help with clean-up operations.

In January 1989, we came to Peshawar to visit "family". It was due to a total breakdown in communication skills that we accidentally found our way to TTP. One day as we were searching in the Gul Bahar area for an English medium elementary school, a young Pakistani seemed to understand just what we were looking for, and proudly led us to the Pak-German Technical Training Center!

Mason practicum trainees, each with a laborer-helper, were busy laying bricks for the new classroom. The supervisor, a former Afghan mason, reported the hours they worked. Then the chief engineer inspected the work and checked the time sheets. It was pay day!

Also at Dabarra, far out on the rocks, there was another school building that had been built by TTP students. The roof had steel girders, then special bricks had been laid on steel rafters. It was completed the same way as described above.

At Rakh Zandani, there were Binishell buildings and geodesic administrative domes which were the responsibility of TTP to repair. Here, also, out across a very muddy field, was a school house which had been renovated. The school room had been too large for the wooden roof and it had collapsed. TTP masons rebuilt a smaller room, using the existing wooden beams and bamboo rafters for the roof, and covered it with mud.

Roofs of other rooms had steel girders with wooden rafters and then mud. The floors were covered with soft, swept dust. There were no desks. The blackboard was a green painted wooden easel. A dusty cloth provided a sitting space for students. Out-door toilets and mud walls completed the set-up. Fifty to sixty primary students attend. Subjects taught are: Mathematics, Drawing, Koran, Pushtu, and Persian. All the schools were closed on this particular trip, as students were preparing for tests.

At crowded Katcha Garhi refugee camp, TTP trainees were working on rebuilding roofs for three UNHCR school buildings. At one school the roof had been rebuilt with concrete girders and wooden pole rafters overlaid with bamboo.

Another school in the camp needed a new roof as the ceiling was leaking. At this school there were poles in the center of the classrooms that will be eliminated when concrete girders replace the

wooden ones. Also the columns supporting the porch roof will be changed from wooden poles to neatly constructed brick columns.

Schools buildings in refugee camps are usually built inside a walled area. School rooms have no electricity, only small windows, and earth floors. Only a few schools have desks. The two school yards mentioned above were attractively landscaped with flowers and grass. Not surprisingly, students were sitting outdoors to take their tests.

The third school building visited had a very low ceiling and thus was extra hot in summer. TTP trainees raised the ceiling and enlarged the windows for more light.

Here also, was a well-organized, well-kept school, built by IRC. Later TTP had added two rooms and the court wall. The TTP work was superior in quality and looks. The pointing of the bricks was especially nice.

At Hayatabad, the French are building a large refugee hospital. TTP mason practicum trainees have a contract to build 1/4 of this hospital.

At Tehkal, a Catholic "father" from south Tirol is sponsoring a large low-cost housing project for those who belong to St. Michael's Society. Housing units consisting of one room and an adjoining bathroom were being constructed. Each unit included a walled courtyard. All of the 135 projected units are to be built by TTP practicum trainees: masons will do the brick and cement work, carpenters will make doors and window frames, plumbers will put in the bathroom fixtures. Later TTP electricians will do the wiring. Prefab girders and roof slabs will be used.

Eighty units were already almost finished. The outside brick work was extremely attractive with a "pointed" finish. Fifteen families had already moved in. The area is a 15 minute walk to the main

road. A hard surface road is badly needed, as well as a school. An artesian well provides plenty of fresh water to fulfill community needs for a long time to come. At present, much of the water is channelled in canals to irrigate the nearby fields.

At University Town, trainees are building a school for a group of local Christians. There are four rooms, an office, two bathrooms, and a compound wall. The prefab roof has a particularly nice decorative facier, and, in combination with the arches, this is a particularly lovely building.

Near Shamshatu refugee camp was another beautiful building made by practicum students. It will be used for supervised work shops in tailoring, welding, and carpentry. This building had three domes completely made of sun baked bricks. These domes can be made only by specially skilled masons; they seem to defy the laws of gravity. It also had graceful arches. The three supervising engineers at TTP designed this building and decided exactly what materials should be used. Inside walls were plastered with a mixture of sand and clay, while exposed areas were plastered with cement. Practicum students will begin their supervised work in tailoring, carpentry and welding here after Ramadan.

TTP engineers are especially anxious that their students do good quality work, both for the edification of the student and as an example for others to follow.

At Jalozai camp, as well as at many other refugee camps there were administration blocks (SNI type buildings) and storage bins which the TTP practicum students kept repaired and painted.

At Aza Khel there was a very large group of storage buildings: 22 Binishells and 2 large warehouses. TTP mason trainees kept these buildings painted and in good repair. It was interesting to see many trucks with markings: :"Donated by USA for Afghan Refugees."

These were loaded and parked along the highway ready to leave in a convoy for distribution.

Here also, a mud school building was being upgraded and repaired. TTP must be flexible in replacing the roof. If trustworthy wooden poles remain from the old roof, these must be used to save construction costs. Otherwise, cement girders are most often used. Thus, in this building, both types of roof could be observed. Also, two large classrooms were each being divided into two smaller rooms, and outside doors were added to the new rooms. The roof edge was being decorated with facier boards having a "saw" blade design. Bags of straw were in the court yard for use in the last layer of the mud on the roof.

At Akora Khattak there were many more administration blocks to paint and repair as it becomes necessary. Here, also, was a very impressive school building built totally by TTP trainees. It had a beautiful metal gate prepared by welding trainees. There were graceful arches, and a prefabricated roof "frontice" piece. The building and court yard wall were attractively painted in red, white, and blue. This was the fifth school TTP had built in this camp. This eye-catching design surely will stimulate other contractors to be more innovative.

Last year TTP practicum trainees built a total of eight schools.

Staff Meeting

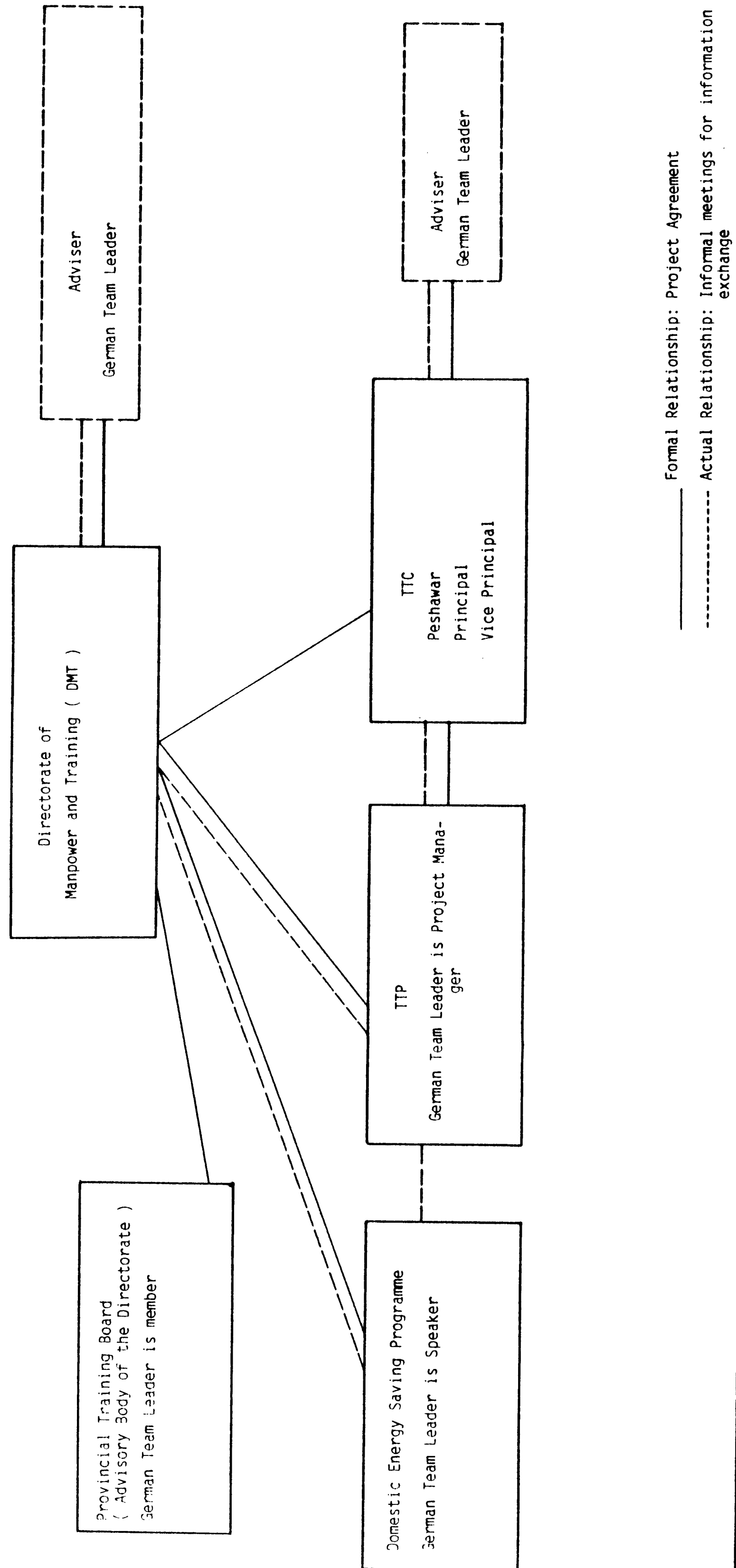
The Project Manager, talking in English, and the Manager Short Term Training, translating in Pushtu, had a staff meeting, first with the women, and later with the men. The gist of the woman's meeting: the purpose for training is to improve the living situation of the trainee. There is always the hope that society will soon be open to Lady for Lady tailoring shops in the bazaars. If a teacher can be found, TTP is willing to begin a technical course in the

Science of Cosmetology, hoping to expand the studies to health and sanitation principles. Already there have been big changes in the attitudes of society towards more education and technical training.

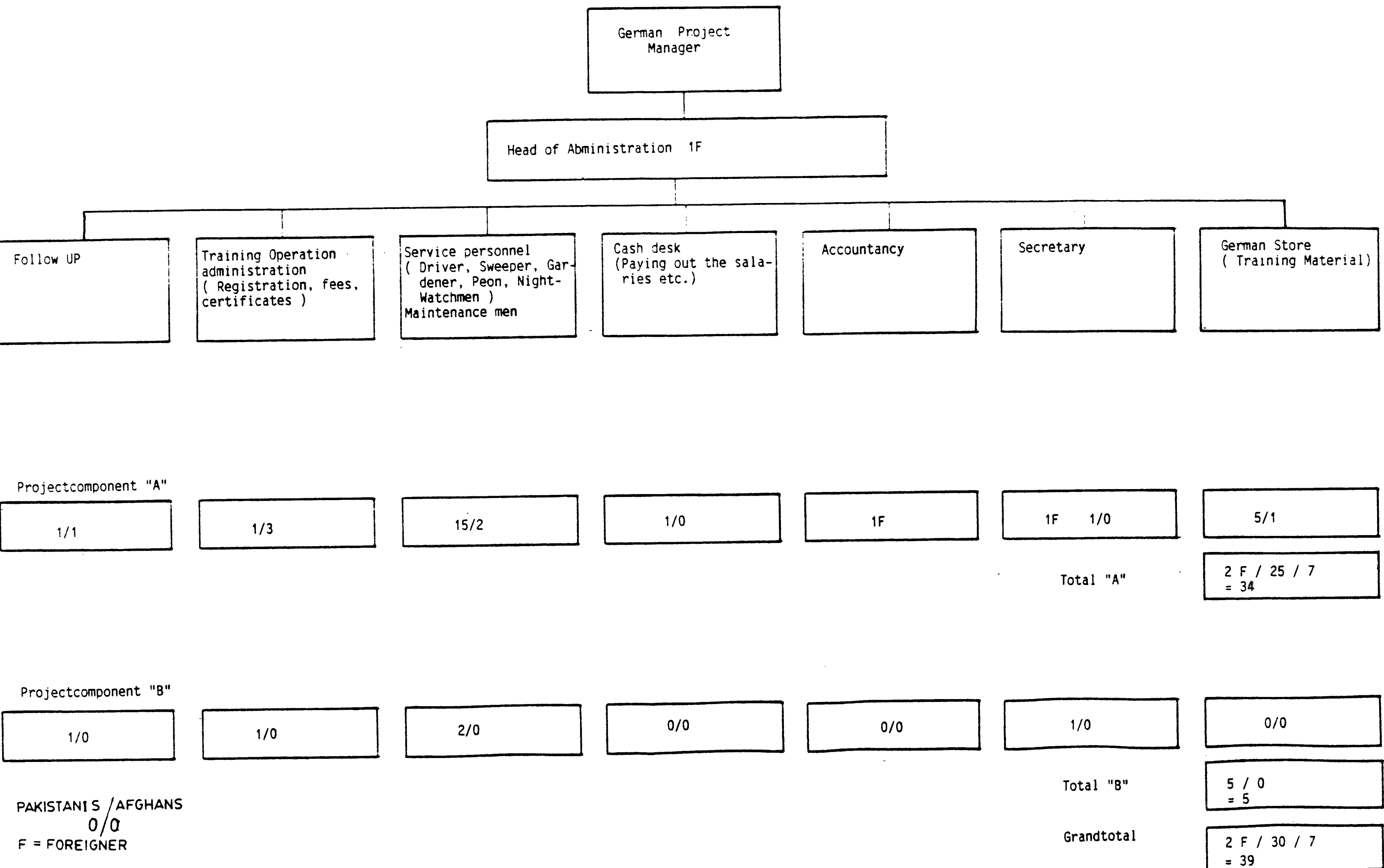
The men were told that TTP cannot work inside Afghanistan because there is no settled government with which the German government can make a contract, but hopefully that will change in the near future. Rebuilding will be a second "Jehad". We are training men for this task.

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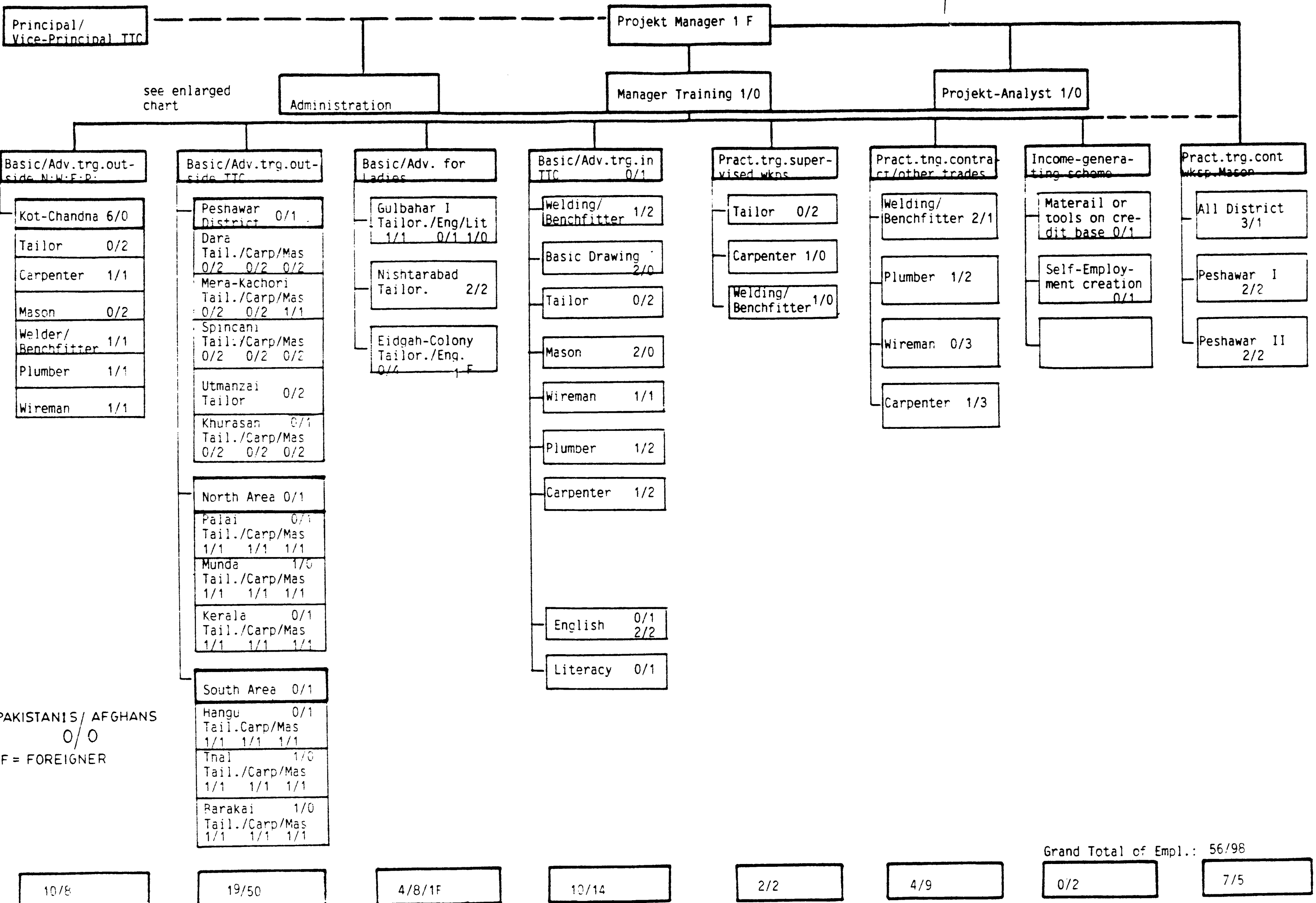
2.1.1.1. PROJECT RELATIONSHIP



2.1.1.2 PROJECT ADMINISTRATION

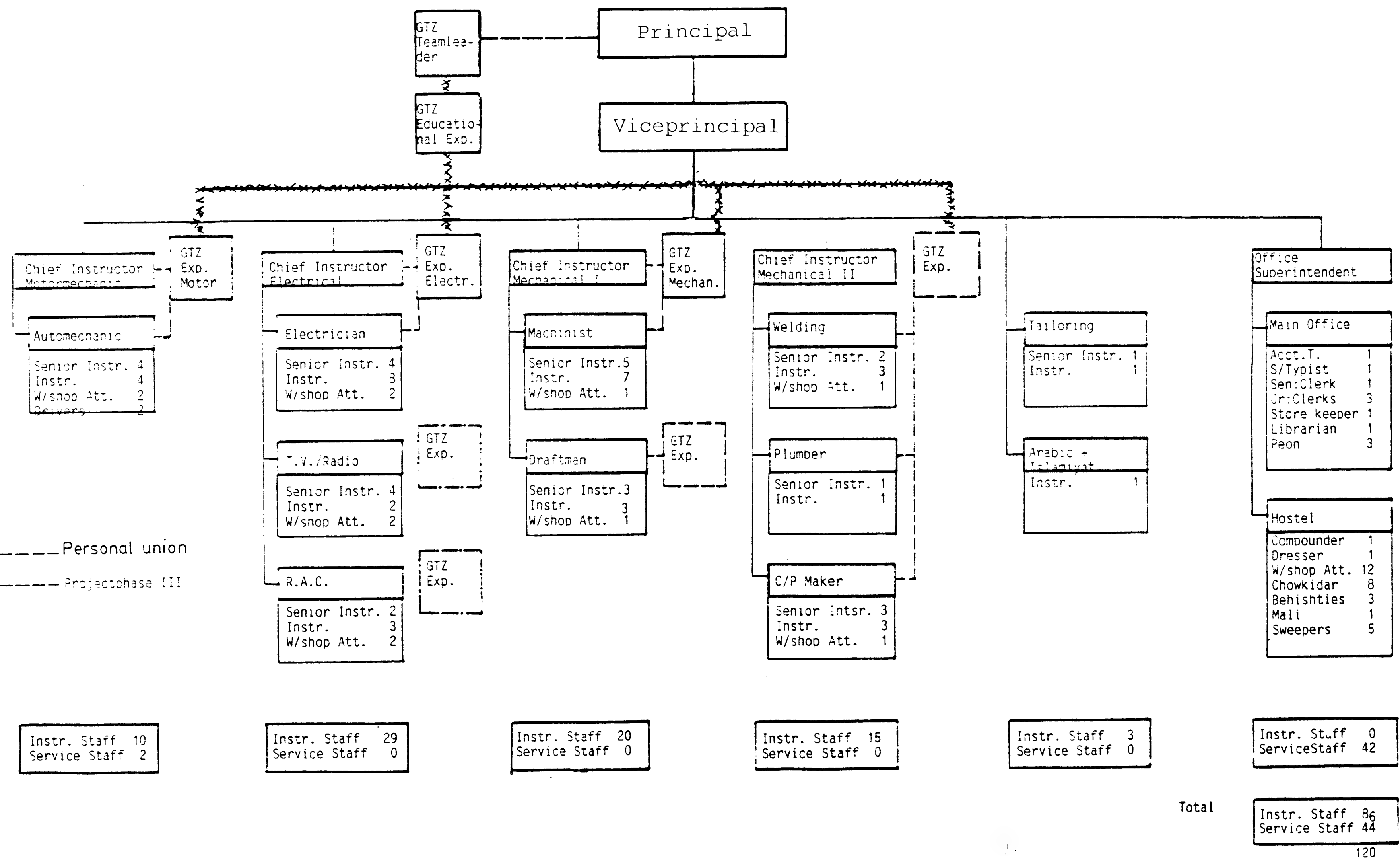


2.1.1.3. PROJECT COMPONENT "A"

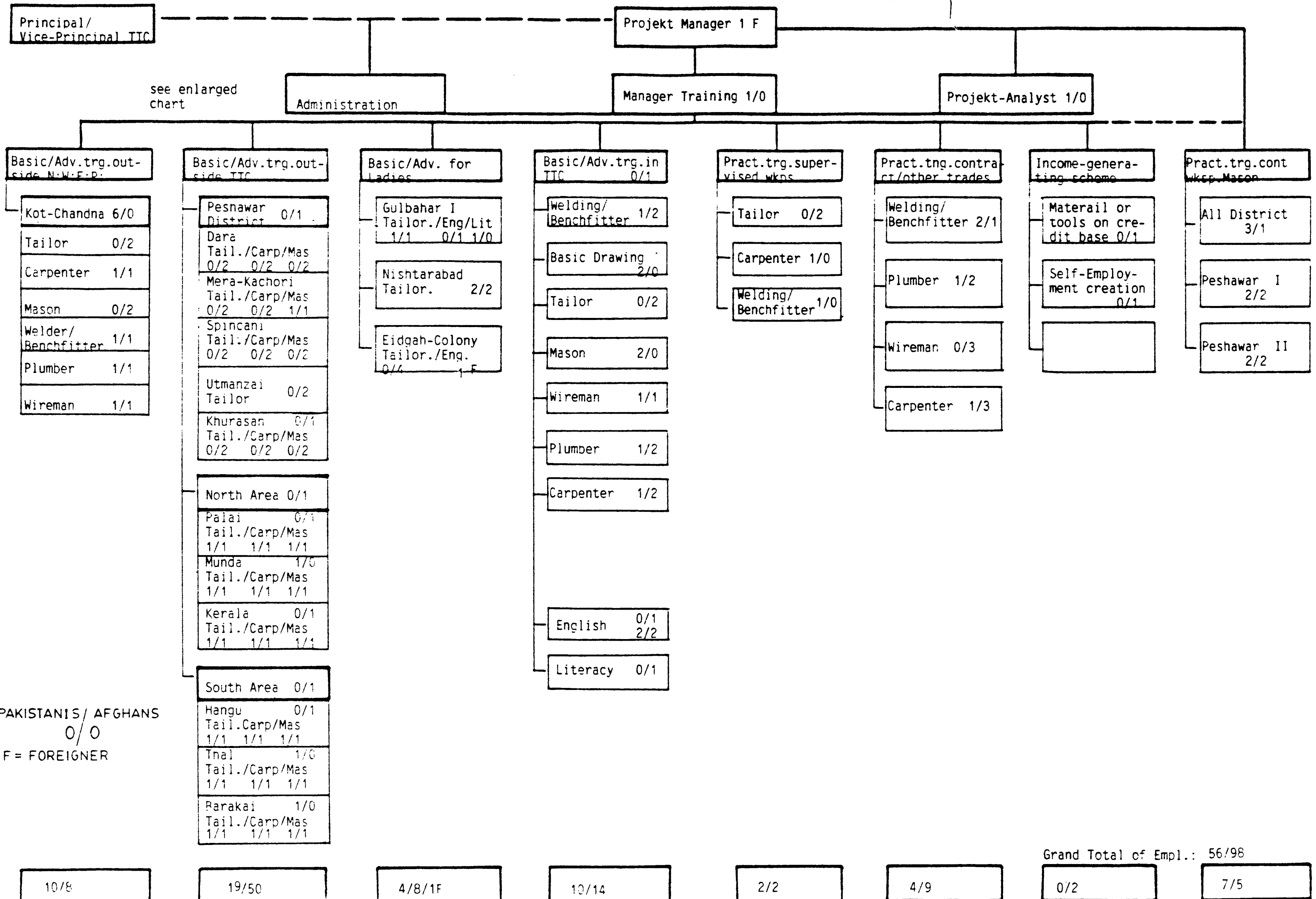


2.1.1.4 PROJECT COMPONENT "B"

ORGANIZATIONAL CHART OF TECHNICAL TRAINING CENTRE PESHAWAR

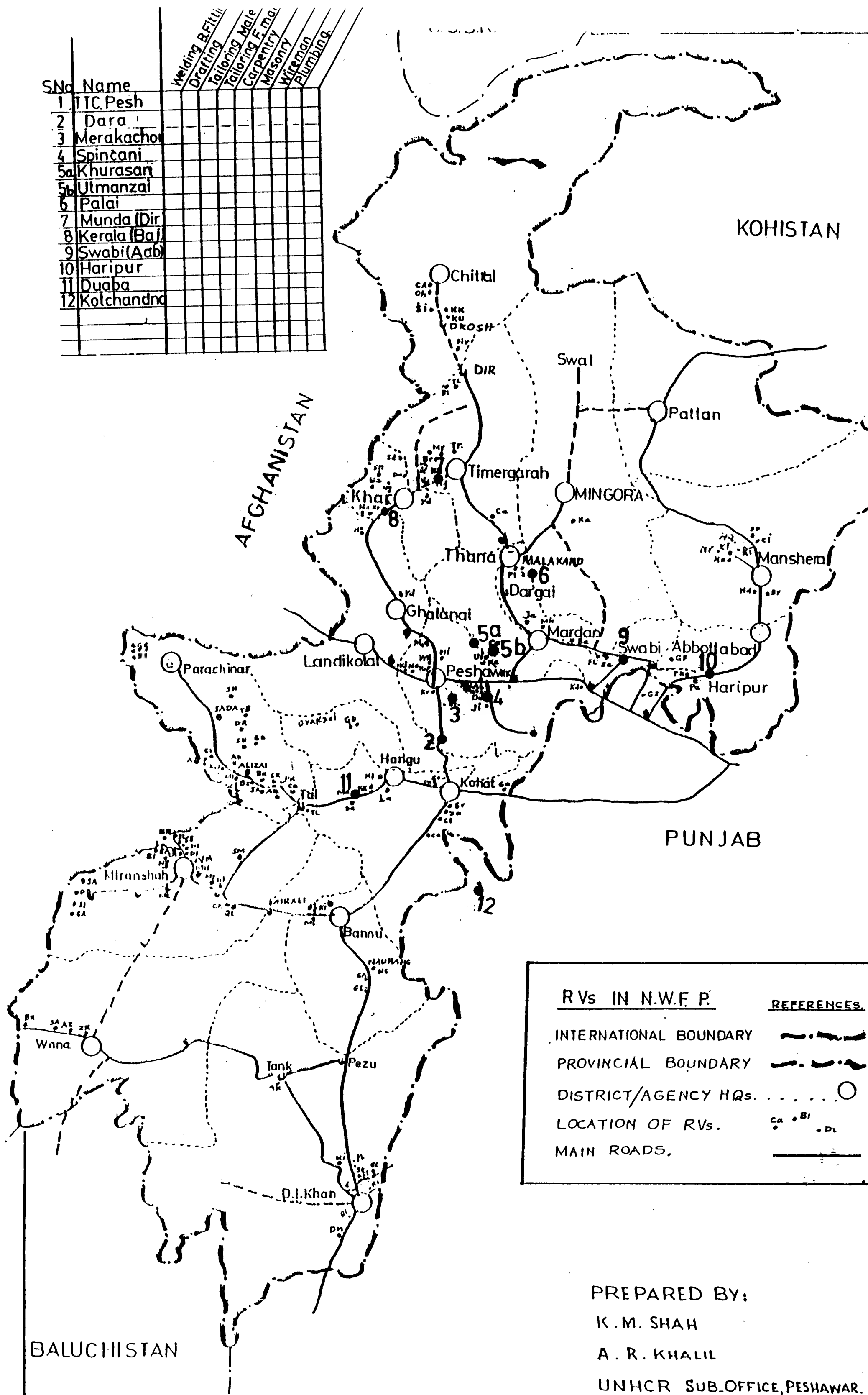


2.1.1.3. PROJECT COMPONENT "A"



As a result of this visit, Mr. Marienfeld requested that we tour the various projects of TTP and write a report in the English language. It has been a delightful experience. We are especially grateful for the opportunity to visit the refugee camps.

Printed at Spinzer Printers, Peshawar Saddar



S.No Name
Welding B.Fitti
Drafting
Tailoring Male
Tailoring F.ma
Carpentry
Masonry
Wireman
Plumbing
1 TTC.Pesh
2 Dara
3 Merakachor
4 Spincani
5a Khurasan
5b Utmanzai
6 Palai
7 Munda (Dir)
8 Kerala (Baj)
9 Swabi (Aab)
10 Haripur
11 Duaba
12 Kotchandna
KOHISTAN
AFGHANISTAN
PUNJAB
BALUCHISTAN
Chitral
DROSH
DIR
Swat
Pattan
Timergarah
MINGORA
Khar
Thana
MALAKAND
Dargai
Manshera
Ghalanai
Mardan
Swabi
Abbottabad
Haripur
Landikotal
Parachinar
Peshawar
Hangu
Kohat
Tal
Miranshah
Bannu
Wana
Tank
Pezu
D.I.Khan
RVs IN N.W.F.P.
REFERENCES.
INTERNATIONAL BOUNDARY
PROVINCIAL BOUNDARY
DISTRICT/AGENCY HQs.
LOCATION OF RVs.
MAIN ROADS.
PREPARED BY:
K.M. SHAH
A. R. KHALIL
UNHCR SUB-OFFICE, PESHAWAR.

PAK-GERMAN TECHNICAL TRAINING PROGRAM

By Ruth and Erv Graber

Summary

The Pak-German Technical Training Program is a large program with training facilities scattered widely throughout the Northwest Frontier province, and into the Punjab Province. It is projected that these facilities will graduate a total of 2500 trainees this year (1989). Dozens of practicum projects provide "hands on" experience for the trainees, as well as providing quality buildings for worthy causes. The program shows remarkable consistency at all sites. Especially noteworthy are uniform lesson plans, a clean environment, a positive attitude toward work and "learning", and an organization which provides accountability for the expenditure of time and money.

We feel that this program is very beneficial to both Pakistan and Afghanistan, and will have long-lasting positive effects.

History of the TTP and of the Central Training Facility

In 1980, the German government had 15 million German marks set aside for Afghanistan. Because they could not recognized the new regime, it was decided that the money should be used for an emergency program for the Afghan refugees. After considerable study of the needs of the majority of the refugees, a pilot project in technical training was begun.

Due to the two year time limit for the pilot project, the sponsoring agency utilized existing facilities in the Gul Bahar area of Peshawar, Pakistan. Years ago the British had established a technical

training center and program on this site, and the Pakistanis had continued the program after the British left. In November of 1982, the German Government through the Deutsche Gesellschaft fur Technische Zusammenarbeit (GTZ) – German Agency for Technical Co-operation-joined the Pakistanis on this training center campus for their pilot project.

The pilot project was a success beginning with a class of four six years ago, the number of students has increased steadily. By the end of 1988, a total of 4500 had received training. In 1989, TTP will train a total of 2500 students (Basic courses) and more than 600 students will pass a practical training course.

Organization of Classes

The German experts realized the majority of the refugees were uneducated rural people. As such, trainees would not be able to sustain concentration in abstract ideas for long periods of time. Consequently, courses were designed with half day lesson plans and for a period of four months only. (360 hours).

At first, only basic technical courses in carpentry, masonry, and tailoring were offered. At the present time seven trades are taught at the Main Center, having added electricity, plumbing, welding, and mechanical drawing. Mathematical literacy and English classes are also taught.

Currently, TTP has established training centres at seven refugee camps, teaching the basic courses in tailoring, carpentry,and masonry. There are also plans to increase the number of camp sites at which these courses will be taught.

Teaching Methods

Nothing is left to chance in the teaching of the courses. Well qualified instructors, Afghan or Pakistani, are hired to teach each

skill. Exactly the same daily lesson plan is used by each teacher, whether the class is at the main center or in a refugee camp. A visitor who goes from class to class will find all students at work on exactly the same project on any one day, i.e. all carpentry students may be planning a large 2x4 board to a specified size to be used in a door frame, and all tailoring classes may be cutting shirt patterns from paper 1-1/2 meters wide.

Regularly daily attendance is stressed and records are maintained for inspection by the supervisors who visit the classrooms frequently. Supervisors help maintain standards and give advice to teachers. Workshops are cleaned by the students after each class session.

Courses

Students in Basic Masonry are taught step by step how to lay bricks; how to use a plumb line and a levelling string; how to mortar; and how to point bricks. They are trained to build both in the pacca (brick) and kacha (mud) modes. At the end of the course, they build a small house with mud mortar. Afterwards, it is torn down to be rebuilt by the next class.

In order to avoid confusion, the word "mud" should be clarified. The word "mud" is synonymous with the word "clay". This clay is the most common type of soi found in this region, and is used for pottery, bricks, mortar, and it even makes quite serviceable walls. The mud walls so commonly found in rural areas and refugee camps can be made by piling layer after layer of the mud, allowing the sun to dry the mud between each layer.

Basic Carpentry students are taught to make the type of furniture traditionally used by rural Afghans and Pakistanis, i.e. bed frames, small stools, tables, window frames and doors.

BASIC TRAINING



Welder/Benchfitter assembling wheel barrow



Carpenter trainee plans charpoi-bar



Tailor trainee learns to sew straight

In these two courses, tool boxes, valued between 680 and 930 rupees, are distributed to each student at the beginning of the course. These tools are the same type available in local shops. (One mistake often made by other helping organizations is to teach with tools not available to the students once they graduate.) The tool boxes are given as a gift upon graduation from the course, and more tools are provided at the time of graduation. As an example, in addition to the original tool box of 14 items, masons receive a shovel, pick, pan, tape, screen for grading sand and straight edge, twenty-two items in all. Certificates are provided by the Pakistani Governmental agencies.

Students in Tailoring make the long shirts and loose trousers worn by the majority of the Muslim men. At the end of the first course, each student has made two of these suits which he then keeps for himself. This method of personalising the class work must be a wonderful incentive to do good work.

Sewing supplies, including an iron and scissors, are given upon completion of the course, and certificates as well. Sewing machines are financed to graduates, if they so desire. Advanced Tailoring courses are also offered.

Classes in basic Mechanical Drawing are taught only in the afternoon. Students in this class need to have a higher level of literacy than for other classes; they need to be able to understand what the drawing means. During the last week of the class they make practical things.

On graduation day, April 4, 1989, ceremonies were held in the individual workshops and classrooms. The carpenters had a nice lecture: "be honest, do as you were taught, come back if you have problems or questions". They dined on tea, fruit and nuts.

TOOL SETS



Tailors with their tool sets



Mason graduate with his toolset



Carpenter - toolset

Practicums (practical training)

Practicums are deemed essential to teach the trainees hand-coordination skills and time pressure elements in a competitive environment. The trainees will need to produce good quality products in a minimum of time. All practicums are four months, some in supervised shops and some in outside projects.

TTP accepts contracts from UNHCR and the Pakistani Government to repair or remodel existing buildings and to build additional ones. Also, as TTP expands its programs, the practicum trainees are utilized in all phases of construction of their own new training facilities. The trainee masons do the brick and cement work as well as put up roofs. There are currently 9 or 10 such groups with a total of approximately 100 trainees. All of the trainee masons out on projects are supervised by professional masons and the projects are checked by the chief Civil supervisor. Practicum trainees in outside projects are paid 40 rupees per day. A labourer, hired from the local community, is provided for each mason trainee.

Special Note

It is well to note here that the logistics of taking these contracts; appointing the workers and helpers; transporting the workers and the building supplies; keeping records of attendance, finances, and transportation costs; and making summaries and analysis reports of all these phases, is a gargantuan task. The project has not only accomplished this with admirable success, but has instilled an attitude and spirit to be highly commended.

Supervised Workshop

In order to provide practical training for tailoring, carpentry, and welding trainees, TTP has set up small shops in the bazaar. Trainees take over as manager/owner for a four month period. Every second day a supervisor stops by for half a day to give advice and

SUPERVISED WORKSHOPS



Tailoring workshop in Badaber



Carpenter workshop in Jalozai



Welding/Benchfitting workshop in Badaber

additional training. Rent and utilities are paid by TTP while the trainee keeps the profit from his work. At the end of the four month period the trainee should have steady customers to follow him to a new location. The shop must be returned to TTP in the same condition as it was.

Loans

If requested, small loans are given to set up private businesses. The borrower must think for himself and make a list of required equipment and costs. A repayment plan based on a realistic estimate of income is calculated. A guarantor is required. At present, there are 126 such shops with loans between 2000 and 6000 rupees. No payment is required for the first three months, after that the businessman has to pay back the full loan within 9- 12 months. The repayment rate is more than 90%

An Afghan staff member is in charge of all loans, in addition to teaching all tailor instructors. In 1988 alone, 145 sewing machines have been financed. Already three-fourth of these loans have been repaid. The working condition of these machines, the quality of workmanship of the craftsmen, and the financial success of the shops all require attention.

Success Story

Success of the tailoring program is evident everywhere in the bazaars. One can see the men wearing nicely fitting Pakistani- type suits, called shalwar kamis. Sewed in the edge of the shirt pocket will be the black and gold label of the tailor. In America one often sees labels on the pocket such as "LEVY", here one can see labels with shop insignias, such as: SUPER, MODERN, WELCOME, FASHION, PRINCE, BOBBY, AKM, DISCO. Some of the labels are in Arabic. Some tailors chose "TTP" for their insignia, thus advertising to the world that they are proud to have been trained at Pak-German Technical Training Programme!

Women's Work

It has been more difficult to set up training for women. The men want to keep the women at home, that even when asked what they would like to learn, the response is unenthusiastic for any course of study. Still, TTP has successfully begun three training centers where the basic course of Tailoring is taught.

At Gul Bahar, only basic Tailoring is taught. There are separate morning and afternoon classes, 10 ladies each. The teacher was a secretary in Kabul, but she was also trained in tailoring, and has been teaching here four years. Her students have made exceptionally nice clothes in the basic class. At Nishtarabad also, two basic tailoring classes are taught per day.

At Eidgah Colony, a professional seamstress from Kabul has been sponsored by TTP to set up a "Lady for Lady" Tailoring shop. In this building there is also a classroom for the Tailoring courses. In the basic course, women from 16 years old and up, have class in the morning. After three months, the basic course students in all three locations are tested, and the best seamstresses (female tailors) then attend an advanced class at Eidgah in the afternoon. The test for advancement includes oral questions about stitching and cutting. Consideration is given to the number of chemise designs the student can sew, as well as quality of garments stitched while in the basic class. There are 10 girls in this class. English is offered on a voluntary basis. Teachers for the refugees camps are trained here.

Up until this time, no woman has set up a business on her own, but now four are seriously planning to set up businesses in their own respective homes. Later, they hope to rent a shop in the bazaar.

On graduation day, April 4, 1989, students from each women's Tailoring class celebrated. At Nishtarabad, the students dressed in



Deutsche Gesellschaft für Technische Zusammenarbeit G.m.b.H.

German Agency for Technical Co-operation

PROJECT COMPONENT "A" Rural Area Oriented Training Programme



GOVERNMENT TECHNICAL TRAINING CENTRE
PAK-GERMAN TECHNICAL TRAINING PROGRAMME
PESHAWAR

PAK - GERMAN TTP

FOREWARD.

The Project Component "A" of the Pak-German Technical Training Programme of Peshawar is mainly designed to give training to illiterate people in a rural area oriented craftsmanship.

The Project Component "B" is a rehabilitation project of the Government Technical Training Centre of Peshawar, concerned especially with improving the teaching capabilities.

The Pak-German TTP organisation charts in the appendix will give a better understanding of the projects activities.

The authors of this short brochure came to the office purely by chance. They introduced themselves, and the management took the opportunity to ask them to tour the project and make a short report which could constitute the first part of this project introduction.

The Pak-German TTP has a slogan which we always take into consideration in our activities:

I hear - I forget

I see - I remember

I do - I understand

(Konfuzius)

Pak-German TTP,

G.Marienfeld,
Project Manager.